



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4095 N. 144th Ave., Goodyear, AZ 85338

Litchfield Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Highly Performing
2002-03 Highly Performing
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Alan Harper
Schedule : 8:00 AM to 4:00 PM
Grades : 6-8
2004 Enrollment : 861
Web Address : www.lesd.k12.az.us
Phone Number : (623) 535-6300
Fax Number : (623) 935-9536
E-mail : harper@lesd.k12.az.us

Mission

Our goal is to prepare students to participate in a culturally diverse society, to be lifelong learners and to function as effective and informed citizens who are prepared for a productive work life. We openly seek and welcome parental involvement.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All students will participate in the portfolio process/evaluation. All students will participate in writing across the curriculum.
- ü All students will participate in hands-on math, science, and technology.

Enrollment

October 1, 2003 School Year Student Enrollment : 972
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 55

Instructional Programs

- Ü Advanced Placement, Academic Teams
- Ü On-site Special Education, Technology
- Ü Gifted, Integrated Instruction
- Ü ELL, Tutoring, Homework Lab
- Ü Project Success

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/5/2004
Last Day of School :	6/3/2005

Shared Responsibilities

School

To provide a safe environment coupled with high instructional standards and academic expectations. Students will be provided all the tools necessary for success at whatever high school they may attend.

Parents

To ensure that the student arrives at school prepared for optimal learning. It is important that parents provide children with a quiet study place in the home, a willingness to work with the school to support education, and insure that their children are current with the appropriate immunizations.

Transportation Policy

The majority of Western Sky Middle School students are transported by bus on a daily basis. All students are instructed in bus safety and evacuation procedures. Bus conduct reports are used to communicate inappropriate or unsafe behavior to parents.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Golden Bell Recipient	2001
Ü Westside Impact Teacher of the Year	2001
Ü A+ Award	2002
Ü Arrowhead Sylvan Learning Center Teacher of the Year	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	350	732	75001	100	100	99	472	466	468	34	37	37	36	38	36	19	16	16	11	9	10
All Students (Prior Year)	307	605	71167	100	98	99	468	462	463	31	37	38	47	45	41	19	14	14	3	4	7
Female	163	344	36846	100	100	99	473	468	468	32	35	36	34	39	38	21	17	16	13	10	10
Male	187	388	37974	100	99	99	471	465	467	35	39	39	38	36	34	17	15	16	10	9	11
African American	10	72	3720	100	100	98	448	447	446	50	52	53	40	38	33	10	6	9	0	3	4
Hispanic	75	195	26675	100	99	98	451	456	448	48	42	52	41	43	34	6	10	10	5	5	4
Asian/Pacific Islander	10	29	1575	100	100	99	501	486	504	20	26	18	20	35	33	30	17	20	30	22	29
American Indian/Alaskan Native	NC	NC	4731	NC	NC	98	NC	NC	438	NC	NC	61	NC	NC	30	NC	NC	7	NC	NC	2
White	253	429	37785	100	100	99	477	473	482	30	33	25	36	36	39	22	19	21	13	12	15
Students with Disabilities	24	68	8802	100	100	100	422	416	418	75	86	79	25	14	16	0	0	3	0	0	1
Students without Disabilities	326	664	66199	100	100	99	474	469	472	32	35	34	37	39	38	19	16	17	12	10	11
Limited English Proficient Students	15	57	11710	100	100	100	416	424	429	100	83	70	0	17	25	0	0	4	0	0	1
Migrant Students	NC	10	709				NC	451	442	NC	50	57	NC	25	34	NC	25	7	NC	0	2
Economically Disadvantaged	55	173	29814				443	447	448	61	56	53	24	30	33	15	12	10	0	2	4
Non-Economically Disadvantaged	295	559	45170				476	471	479	30	33	28	38	39	38	19	17	20	13	11	14

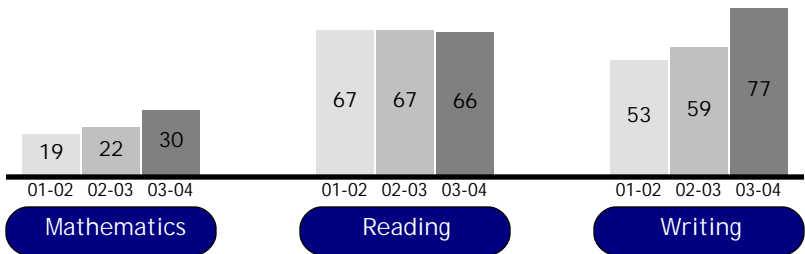
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	347	729	74918	99	99	99	515	504	497	18	26	32	16	18	19	44	39	35	22	18	15
All Students (Prior Year)	306	598	71100	100	97	99	513	510	502	13	15	25	20	21	21	51	49	40	16	15	15
Female	163	344	36805	100	100	99	520	511	501	12	21	28	17	17	19	47	41	37	24	21	16
Male	184	385	37936	98	99	99	510	498	493	25	30	35	15	18	18	41	38	33	20	15	14
African American	10	72	3719	100	100	98	496	485	481	20	41	43	30	16	21	50	33	29	0	10	7
Hispanic	74	194	26645	99	99	98	496	492	478	27	33	46	20	20	20	42	36	27	12	10	6
Asian/Pacific Islander	10	29	1571	100	100	99	529	508	521	30	26	18	20	26	15	10	30	38	40	17	30
American Indian/Alaskan Native	NC	NC	4729	NC	NC	98	NC	NC	468	NC	NC	57	NC	NC	19	NC	NC	19	NC	NC	4
White	251	427	37773	99	99	99	520	512	511	16	20	20	14	16	18	46	42	41	24	22	21
Students with Disabilities	23	67	8801	100	100	100	455	439	448	83	82	75	17	18	13	0	0	10	0	0	2
Students without Disabilities	324	662	66117	99	99	99	516	506	501	17	24	28	16	18	19	45	40	37	22	18	16
Limited English Proficient Students	15	57	11706	100	100	100	423	429	454	100	100	71	0	0	16	0	0	12	0	0	1
Migrant Students	NC	10	706				NC	463	467	NC	75	55	NC	0	22	NC	25	20	NC	0	4
Economically Disadvantaged	53	171	29785				490	484	477	32	39	47	16	18	20	46	38	26	5	6	6
Non-Economically Disadvantaged	294	558	45115				518	509	508	16	23	23	16	18	18	44	40	39	24	20	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	347	729	74503	99	99	99	526	515	491	3	4	9	21	26	32	64	59	51	13	11	8
All Students (Prior Year)	295	567	69001	96	92	96	503	500	490	7	9	17	33	35	37	58	54	45	1	1	1
Female	162	342	36686	99	100	99	543	530	506	2	2	5	14	21	29	67	62	57	17	15	9
Male	185	387	37644	99	99	98	510	499	476	3	5	13	27	31	36	61	56	45	9	8	6
African American	10	71	3677	100	99	97	492	489	475	0	3	12	40	40	36	50	52	46	10	5	5
Hispanic	75	195	26500	100	99	97	499	504	467	5	3	13	23	26	39	69	67	44	3	4	4
Asian/Pacific Islander	10	29	1566	100	100	99	548	543	537	0	5	5	30	23	23	50	50	55	20	23	18
American Indian/Alaskan Native	NC	NC	4695	NC	NC	97	NC	NC	464	NC	NC	14	NC	NC	39	NC	NC	44	NC	NC	3
White	250	427	37606	99	99	99	534	522	508	2	4	6	19	24	28	64	58	56	15	14	10
Students with Disabilities	23	67	8662	100	100	100	454	432	409	0	13	37	71	63	42	29	25	20	0	0	1
Students without Disabilities	324	662	65841	99	99	98	528	517	499	3	3	7	20	25	32	65	60	53	13	12	8
Limited English Proficient Students	15	57	11608	100	100	100	430	422	430	50	33	23	0	50	47	50	17	28	0	0	1
Migrant Students	NC	10	701				NC	421	449	NC	25	17	NC	75	43	NC	0	38	NC	0	1
Economically Disadvantaged	53	170	29587				488	495	465	5	3	14	29	35	40	63	55	43	3	6	4
Non-Economically Disadvantaged	294	559	44898				531	519	507	2	4	7	20	24	28	64	60	55	14	12	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	--	--	61	49	97	66	63	53	98	62	NA	56
	Language	--	--	57	42	97	57	54	45	98	53	50	48
	Mathematics	--	--	68	58	97	68	65	62	99	62	60	66
7	Reading	97	63	63	48	96	67	63	51	98	66	NA	54
	Language	97	64	64	51	96	69	65	54	98	71	66	58
	Mathematics	99	63	63	54	97	61	60	58	98	64	61	62
8	Reading	97	62	62	49	96	67	65	53	98	68	NA	55
	Language	97	56	56	46	96	68	64	49	98	70	61	52
	Mathematics	98	66	66	54	98	64	61	58	98	62	62	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Western Sky Middle School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü Textbook Selection
- Ü Personnel Decisions
- Ü Promotion/Retention Issues
- Ü Budget

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	45.00
Other Professional Staff	7.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	3	0	0
4 to 6 years	6	4	0	0
7 to 9 years	2	3	0	0
10 or more years	6	7	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 34

Core academic classes taught by Highly Qualified (NCLB) teachers. 93

Teachers with Emergency Certificaton. 0.0

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Gym/Fitness Lab/Sports Fields
- Ü Technology Ed. Center
- Ü Band Room

Extracurricular Activities

- Ü All Performing Arts
- Ü Interscholastic Sports
- Ü MathCounts/Future Problem Solving
- Ü Community Service
- Ü Odyssee of the Mind
- Ü Computer Club
- Ü Project Success
- Ü Yearbook

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Counseling Services
- Ü Health Services
- Ü Advisor/Advisee
- Ü Gang Resistance Education

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Several MathCounts championships and runner-ups throughout the years reinforcing emphasis on hands-on math instruction.
- ü Reduction in the number of Language Arts failures due to emphasis on portfolio assessment. Reduction in the number of failing grades due to successful participation in homework lab.
- ü School's Odyssey of the Mind team placed third in the State last year.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	9	10	9	9
Promotion Rate ⁸	95	98	98	94
Retention Rate ⁹	4	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 5-6	77	62
Grades 6-7	70	59
Grades 7-8	72	60

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Advisor/Advisee is a class that deals with diversity and tolerance issues, as well as learning how to deal with our own personalities and working with others' personalities. Team Day is a day of activities which focuses on teamwork and diversity acceptance.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Lori Orth	(623) 535-6300
Transportation Policy	David Gourlay	(623) 535-6070
Community Resources	Marsha Polete	(623) 535-6300
School Nutrition Programs	David Schwake	(623) 535-6000
Parent Organization	Lori Orth	(623) 535-6300
Student Health/Nurse	Michelle Martinez	(623) 535-6318

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 861 Copies = \$329.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.